

## ESTILL MIDDLE

555 Third Street West  
Estill, South Carolina 29918

**GRADES** 5-7 Middle School

**ENROLLMENT** 359 Students

**PRINCIPAL** Joyce Colter 803-625-2658

**SUPERINTENDENT** Dennis Thompson, Jr. 803-625-5000

**BOARD CHAIR** Mrs. Myrtle Sumter 803-625-2187

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**UNSATISFACTORY**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	13	12

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 8 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

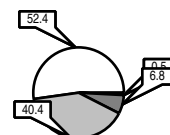
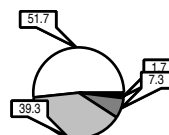
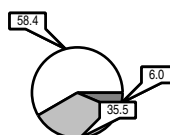
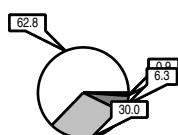
**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Unsatisfactory	Good	N/A
<b>2002</b>	Unsatisfactory	Below Average	N/A
<b>2003</b>	Unsatisfactory	Unsatisfactory	No
<b>2004</b>			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Our School****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

 **Advanced**

Very high score; very well prepared to work at next grade level; exceeded expectations

 **Proficient**

Well prepared to work at next grade level; met expectations

 **Basic**

Met standards; minimally prepared, can go to next grade level

 **Below Basic**

Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Number of surveys returned</b>	29	85	0
<b>Percent satisfied with learning environment</b>	34.5%	68.7%	N/R
<b>Percent satisfied with social and physical environment</b>	53.6%	68.3%	N/R
<b>Percent satisfied with home-school relations</b>	24.1%	75.6%	N/R

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	367	98.9	58.4	35.5	6.0	N/A	6.0	17.6
Gender								
Male	192	98.4	68.8	28.9	2.3	N/A	2.3	17.6
Female	175	99.4	46.5	43.3	10.2	N/A	10.2	17.6
Racial/Ethnic Group								
White	10	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	350	98.9	58.5	35.1	6.3	N/A	6.3	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	299	99.3	57.6	35.3	7.2	N/A	7.2	17.6
Disabled	68	97.1	63.0	37.0	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	367	98.9	58.2	35.8	6.1	N/A	6.1	17.6
English Proficiency								
Limited English proficient	6	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	361	98.9	58.6	35.2	6.2	N/A	6.2	17.6
Socio-Economic Status								
Subsidized meals	340	99.1	59.1	35.4	5.5	N/A	5.5	17.6
Full-pay meals	24	100.0	45.5	40.9	13.6	N/A	13.6	17.6

Mathematics								
All students	367	99.7	62.8	30.0	6.3	0.9	7.2	15.5
Gender								
Male	192	99.5	63.8	29.9	5.7	0.6	6.3	15.5
Female	175	100.0	61.8	29.9	7.0	1.3	8.3	15.5
Racial/Ethnic Group								
White	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	350	99.7	63.4	30.0	6.0	0.6	6.6	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	299	99.7	59.0	32.4	7.6	1.1	8.6	15.5
Disabled	68	100.0	81.8	18.2	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	367	99.7	62.8	29.9	6.3	0.9	7.3	15.5
English Proficiency								
Limited English proficient	6	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	361	99.7	63.4	29.8	6.2	0.6	6.8	15.5
Socio-Economic Status								
Subsidized meals	340	99.7	63.8	29.1	6.1	1.0	7.1	15.5
Full-pay meals	24	100.0	50.0	40.9	9.1	N/A	9.1	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	118	N/A	45.9	48.0	6.1	N/A	6.1
	Grade 6	113	N/A	59.3	32.6	8.1	N/A	8.1
	Grade 7	127	N/A	51.9	41.7	6.5	N/A	6.5
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	141	97.9	60.2	35.3	4.5	N/A	4.5
	Grade 6	115	99.1	66.7	24.8	8.6	N/A	8.6
	Grade 7	111	100.0	46.8	47.9	5.3	N/A	5.3
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	118	N/A	55.1	37.8	7.1	N/A	7.1
	Grade 6	113	N/A	72.1	26.7	1.2	N/A	1.2
	Grade 7	127	N/A	78.7	20.4	0.9	N/A	0.9
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	141	99.3	66.4	27.6	4.5	1.5	6.0
	Grade 6	115	100.0	54.3	41.0	4.8	N/A	4.8
	Grade 7	111	100.0	67.0	21.3	10.6	1.1	11.7
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 359)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	7.8%	14.4%
Retention rate	0.5%	Down from 2.5%	3.1%	2.3%
Attendance rate	94.5%	Up from 94.4%	94.6%	95.2%
Eligible for gifted and talented	2.2%	Down from 2.5%	4.9%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	12.7%	Down from 13.7%	16.3%	14.1%
Older than usual for grade	6.4%	Up from 2.5%	9.9%	4.9%
Suspended or expelled	1.4%	Down from 3.3%	1.6%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	38.5%	Down from 46.4%	44.6%	47.1%
Continuing contract teachers	84.6%	Up from 75.0%	70.7%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	78.2%	Up from 76.4%	73.9%	84.3%
Teacher attendance rate	94.5%	Down from 94.6%	94.6%	95.0%
Average teacher salary	\$38,113	Up 2.3%	\$38,876	\$39,924
Prof. development days/teacher	14.1 days	Up from 9.5 days	12.8 days	10.7 days

School				
Principal's years at school	1.0	No change	2.0	3.0
Student-teacher ratio	12.7 to 1	Down from 18.5 to 1	17.3 to 1	21.0 to 1
Prime instructional time	83.8%	Down from 89.4%	86.7%	88.9%
Dollars spent per pupil*	\$9,351	N/A	\$7,457	\$5,854
Percent spent on teacher salaries*	0.0%	N/A	58.7%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.8%	Up from 79.8%	92.1%	94.8%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Estill Middle School is the only middle school in Hampton School District 2 which is located in the Low Country of South Carolina. The small, rural town of Estill is quiet and peaceful. The people are hard-working and caring folks who are concerned about their progressive community.

The mission of Estill Middle School is to ensure that all students achieve success by providing challenging educational programs, in partnership with parents and the community. The Estill community, parents, school board, administration and faculty/staff work collaboratively as a team to improve student achievement at Estill Middle School. Parents are encouraged to become more actively involved in the education of their youngsters and in the school activities that their children participate in.

As principal of Estill Middle School, our first priority for school year 2002-2003 was to improve our Report Card rating from UNSATISFACTORY to EXCELLENT. Improvement strategies were implemented to help our students perform better on the Spring 2003 PACT. The faculty and staff worked diligently with students to increase academic achievement and self-awareness through various innovative and beneficial programs. These programs included Compass Learning, Lightspan, EduTest, the Cunningham Four Block Model, Discourse, Standards In Practice and Everyday Math.

Joyce Colter  
Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.